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ABSTRACT

This vocational student chapter officer handbook contains guidelines to help officers become more aware of their leadership responsibilities. The handbook is divided into eight sections. The first two sections provide an introduction to the handbook and an explanation of state and national support for vocational student organizations. Section 3 discusses the role of Illinois vocational student organizations in occupational education. The fourth section contains lists of duties for each of the eight chapter officers. In addition, a list of abilities needed by each officer to carry out their duties is provided. The fifth section focuses on working together as leaders through committee work. This section describes the kinds of members often found on committees and the responsibility of each committee member. Section 6 provides guidelines for communicating in such areas as public speaking, letter writing, and television. The seventh section contains guidelines for personal self-improvement, while the final section guides the chapter officer to set personal goals to be accomplished while in office. (LRA)

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ILLINOIS VOCATIONAL STUDENT

CHAPTER OFFICER HANDBOOK

CE 022 980

ILLINOIS COORDINATING COUNCIL FOR VOCATIONAL STUDENT ORGANIZATIONS

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I Introduction

Vocational student organizations have long been looked at as the showcases of vocational education. The activities of the chapters have been recognized as an integral part of the program. The awards, contests, cooperative activities and other events are the outgrowths of classroom instruction. Vocational student organizations are the leadership facility that provide leadership skills to students participating in the program.

Since our organization is so important in developing leadership, it is imperative that vocational student officers and other chapter leaders become aware of their responsibilities and become the very best officers possible. Each of us should be able to build on the successes of those before us and become a better officer and thereby provide leadership to chapter members.

Dale Carnegie has said, "Only the prepared deserve to be confident." Confident officers make better officers. The Illinois Coordinating Council for Vocational Student Organizations have recognized the need for some leadership helps and so have made possible the development of this leadership handbook--May it be used by officers and other vocational student leaders in service to our chapter membership. The doors of opportunity are open to you, may you enter in a confident manner.

II Support for Vocational Student Organizations

A. The National Policy

The United States Office of Education in their policy statement recognizes:

1. Total student development as being necessary for all vocational/technical education students to enter the labor market and to assume successful roles in society.

2. The educational programs and philosophies embraced by the eight recognized vocational student organizations as being an integral part of our vocational education system of training.

For the total policy statement regarding national policy in support of vocational student organizations, refer to the Advisor's Handbook.

B. The State of Illinois Policy

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The goal of the State plan for vocational education in Illinois is to expand services to enable individuals to benefit from vocational education programs. The rationale stated is that vocational student organizations will provide students with opportunities to develop leadership and to participate in activities which are an integral part of instruction of their programs of instruction in vocational education. Support is provided in the following manner:

1. Support activities of State vocational student organizations which have local affiliated chapters that are integral parts of approved vocational education programs of instruction.

2. Provide for the identification and development of improved methods of management and integration of student organization activities into regular vocational education programs and instruction.

3. Support in cooperation with the Illinois Coordinating Council for Vocational Student Organizations, in-service activities for personnel responsible for supervising, implementing, advising, and improving approved vocational student organizations.

C. The Illinois Coordinating Council for Vocational Student Organizations

1. The council was organized in April 1975 for the purpose of promoting and expanding vocational student organizations as an integral part of the total educational curriculum. In August 1975 the Council was officially recognized by the Illinois Office of Education, Department of Adult, Vocational and Technical Education (DAVTE).

2. The Council has provided support to the vocational student organizations on the State level by coordinating the activities of state activities and sharing of ideas at regular Council meetings. Local support is evident in the development of practical materials for local level use. This Handbook for the use of chapter level officers and other local leaders in vocational student organizations is an example of Council support.

3. The Council membership consists of officers and adult representatives from each of the eight recognized vocational student organizations in Illinois (DECA, FBLA-PBL, FFA, FHA-HERO, HOSA, IOEA, VICA). In addition, the eight State student organization advisors from DAVTE are ex officio non-voting members.

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III The Role of Illinois Vocational Student Organizations in Occupation Education

A. Vocational Student Organizations--An Integral Part of Instruction

Vocational student organizations have a strong influence on the instructional program. Activities and award programs based on outgrowths of classroom instruction are a strong motivating factor. The development of individuals with greatly enhanced abilities in leadership and citizenship skills are outgrowths of the total program. Students should consider the vocational student organization as their leadership facility where they can learn those important skills that are necessary for living in the complex society of this country. Learning by doing is stressed as it is in all parts of occupational education.

Occupational education has a primary goal of providing skills necessary in the modern day job market. Not only are vocational skills necessary, but so are the leadership and citizenship skills necessary to help a student secure and keep a job or succeed in an ownership type of business. Active membership in a vocational student organization will deliver those skills to you, make your school years more interesting and help you contribute to a more meaningful life. Your home, your local community, your state and nation depend on your success.

B. Common Vocational Organization Student Goals

Humankind has made progress on this earth partly because we are thinkers but mainly because of our establishment and achievement of worthy goals--VOCATIONAL STUDENT ORGANIZATIONS have contributed their part to the development of leaders and worthy citizens of the state and nation through the following common goals:

1. To develop competent, aggressive leadership.

2. To strengthen the confidences of young men and young women in themselves and their work.

3. To strengthen creativity.

4. To develop greater interest and understanding in the intelligent selection of occupational choices.

5. To encourage members to improve their home, school and community.

6. To encourage members in the development of individual projects and in establishing themselves in a business of their own.

7. To develop character, train for useful citizenship and foster patriotism.

8. To offer opportunity for participation in cooperative effort.

9. To encourage thrift.

10. To encourage improvement in scholarship.

11. To encourage the development of organized recreational activities.

12. To encourage participation in worthy undertakings which will improve the quality of vocational education.

13. To individualize instruction and study.

14. To promote good will and understanding both at home and abroad.

15. To integrate classroom and vocational student organization activities.

C. Why be a Leader?

1. Leaders are needed in schools, communities, states and nations. Leaders serve. Service is the key to the development of your own leadership abilities. Benefits to you are incidental. You will gain through your value to others.

2. Persons trained to lead have the characteristics most young people need. They have respect, poise, confidence, the ability to think clearly and the skill to shoulder responsibility.

3. Leadership development will give you great personal satisfaction and help prepare you to take your place in society as a useful, productive, will-adjusted citizen.

D The Qualities of Leadership

What is a Leader? Leadership is the ability in a will-adjusted person to handle people, to inspire, or influence the actions of others to make decisions or move a group to action.

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What are the Qualities of Leadership? A good leader must have certain qualities which can be learned by average people if they work on them intelligently. These qualities are also highly desirable in everyday life.

1. A leader respects the rights and dignity of others, and realizes that every person can make worthy contributions.

2. A leader is willing to accept responsibility and do his/her part through work within the group.

3. A leader is able to work and get along with people in a friendly and peaceful manner. The leader praises where praise is due, and is sensitive to the basic trends and moods of the group.

4. A leader is well informed on matters which concern the group. Decisions are arrived at only after the opportunity to secure and study pertinent information.

5. A leader is confident, possesses integrity and showns trust for fellow group members.

6. A leader is optimistic and enthusiastic, believes that group action can overcome obstacles, solves problems and works within the group with "zest" and enjoyment.

7. A leader is open-minded, does not claim to have all the answers, seeks the opinions of the group and accepts and supports them if they seem best for the group.

8. A leader has strength of conviction, will "take a stand" and be counted, yet can be convinced otherwise if proper evidence is presented.

9. A leader will show initiative in getting the group started through sound and careful planning, and proceeds with group discussion with knowledge rather than with reckless abandon.

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E. The Characteristics of Leadership

The Good Leader	The Poor Leader
Has faith in people and wants to work with them.	Takes the job for the "honor."
Has poise and confidence. Speaks in a clear voice and enunciates words clearly.	Blankets discussion by a show of knowledge. Drives! Orders! Demands!
Carefully pre-plans the program so the meeting moves with dispatch.	Lets everything go until the last minute, then just hopes everything will work out.
Shows interest and alertness by personal attitude, mind, body and countenance.	Seems bored, is not alert, whispers to other members and appears disinterested.
Is fair and impartial--doesn't take sides while presiding.	States personal position before getting the facts into the open.
Is patient, optimistic and gives credit for work done.	Is impatient, sarcastic, pessimistic, critical and takes the work of others for granted.
Is sensitive to the individual and recognizes individual differences.	Doesn't notice a loss of interest and fails to watch the group to detect boredom and weariness.
Acts as a helper, umpire and moderator so that all are encouraged to share in the work of the organization.	Cares about the business in general and does not consider individual differences.
Shows a sense of humor to relieve the tension of a serious meeting.	Has no humor in a meeting. The business is the most important thing, not the people.

F. Leadership opportunities

Leadership organizations can serve all students of Vocational Education through chapter leadership activities. Check those you plan to achieve.

	LEADERSHIP ACTIVITIES	HOW TO PLAN ACHIEVEMENT
☐	1. To share in group recreational activities.	_____
☐	2. To become a state officer.	_____
☐	3. To develop personal leadership skills.	_____
☐	4. To practice and learn patriotism.	_____
☐	5. To practice and learn parliamentary skills.	_____
☐	6. To participate in leadership activities.	_____
☐	7. To help develop a program of activities.	_____
☐	8. To help prepare a chapter budget.	_____
☐	9. To be a state delegate.	_____
☐	10. To earn a state award.	_____
☐	11. To become a better chapter officer.	_____
☐	12. To attend officer training sessions.	_____
☐	13. To attend an awards banquet with my guests.	_____
☐	14. To attend an organized youth camp.	_____
☐	15. To cooperate with others.	_____
☐	16. To present a speech for a contest.	_____

☐ 17. To participate in a judging contest. _____

☐ 18. To promote scholarship. _____

☐ 19. to be on radio or TV programs. _____

☐ 20. To prepare a news article. _____

☐ 21. To work in a group earning project. _____

☐ 22. To be an active member of a committee. _____

☐ 23. To be a committee chairman. _____

☐ 24. Others. _____

☐ 25. _____

☐ 26. _____

Leadership is valuable to all. Any of the eight recognized vocational youth organizations will help you achieve your leadership goals.

G. The eight recognized Vocational Student Organizations in Illinois:

1. AIASA -- American Industrial Arts Student Association

for students interested in industrial arts education.

has a program of instruction in industrial arts that also leads to vocational and technical occupations.

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2. DECA -- Distributive Education Clubs of America

for students who are interested in marketing and distribution occupations.

has a program or instruction which teaches marketing, management and related subjects.

3. FBLA/PBL -- Future Business Leaders of America-Phi Beta Lambda

for students who are interested in business occupations.

has a program of instruction which develops leadership competencies through business education courses.

4. FFA -- Future Farmers of America

for students who are interested in agriculture and related occupations.

has a program of instruction which prepares for more efficient production of food and fiber, quality control, horticulture, mechanics, technicians and other careers related to the agricultural industry.

5. FHA/HERO -- Future Homemakers of America:

for students who are interested in home economics and related occupations.

has a program of instruction for students interested in personal development, human relations, management of resources, and home economics related occupation such as food service, interior design, clothing sales and service.

6. HOSA-- Health Occupations Student Association

for students who are interested in health and related occupations.

has a program of instruction which includes courses in vocational health occupations.

7. OEA -- Office Education Association

for students who are interested in office occupations.

has a program of instruction which promotes and stimulates skills and aptitudes for office work.

8. VICA -- Vocational Industrial Clubs of America

for students who are interested in industrial technology, and related careers.

has a program of instruction which includes courses in trades, industrial and health programs.

IV Duties and Responsibilities of Chapter Officers

Leadership

Learning through Leadership

It usually takes a very big person to delegate responsibilities to others--and leave these others to handle them. Those installed are given a free hand, their results observed and actively supervised. Failure to deputize will retard growth--personal as well as organizational growth.

(Author unknown)

The PRESIDENT

A As a chapter president, your job it one of organization and leadership. it is your responsibility to see that the chapter not only meets the goals it has set for the present year, but to involve others in setting and meeting goals of future years.

As president, you must realize that it is impossible to assume the responsibility of doing everything yourself. The ability to delegate without being bossy is important. As an ex-officio member of all committees you can help them with their problems. The president has the responsibility of keeping the organization running smoothly.

At times during the year, you will need to appoint committees. As a rule this should be done during the meeting with prior planning by the executive committee. Encourage greater memberhsip participation in chapter activities by appointing various members on committees. Every member a committee member, is a good rule to follow. Use some experienced members and some younger members to give leadership experience to your members. Proper functioning committees are the lifeline to a successful chapter. Wise committee appointments will help you to a successful year.

You will need to work with the executive committee in planning chapter meetings. As president, you will preside over such meetings, direct the discussion and see that all plans for meetings are made and specific topics are announced several days prior to the meeting.

1. Duties of the President

   a. Determine the need for and call for all necessary chapter meetings.

   b. Preside over and conduct meetings in accordance with accepted parliamentary procedure.

   c. Keep discussions on the subject and within time limits at all meetings.

   d. See that all guests are introduced and that special arrangements by certain individuals are recognized.

e. Make contacts with speakers or guests for chapter meeting by telephone or letter. Be sure to follow up with a "thank you" by mail (this may be handled by your secretary).

f. Select and appoint members to committees.

g. Serve as ex-officio member of all committees.

h. Coordinate chapter efforts by keeping in touch with officers, members and advisors.

i. Conduct yourself at all times in a manner that reflects credit upon the chapter.

j. Promote energetic activity on the part of chapter members through display of your own enthusiasm.

k. Represent the chapter at special school events, at civic club and other out-of-school organizations.

l. Portray the thoughts and positions of your membership when appearing before other groups.

m. Keep the school administration informed on chapter activities.

n. Show interest in activities of other officers and inspire them as well as the membership to better serve the chapter.

o. Check your organization manual for further duties.

p. List other duties you will assume as president: What abilities do you need to develop?

(1) _____

(2) _____

(3) _____

(4) _____

2. **What abilities do you need to develop?**

HOW TO:

ABILITY	HOW WILL I DEVELOP IT
a. Handle a motion and other parliamentary procedure	_____
b. Develop an agenda	_____
c. Organize the executive committee	_____
d. Use the gavel	_____
e. Develop speaking ability	_____
f. Coordinate with state and national programs	_____
g. Schedule meetings	_____
h. Make introductions	_____
i. Accept introductions	_____
j. Make a presentation	_____
k. Proper use of jokes and other supplementary material in making speeches	_____
l. Properly recognize special events such as your national organization week	_____
m. Set up a calendar of events	_____
n. Conduct a meeting	_____
o. Other abilities	_____
p.	_____

3. The Executive Committee

Good officers and a functioning executive committee help to develop a strong chapter. In smaller chapters only the officers make up the executive committee. In larger chapters this executive group may include not only the officers but the chairpersons of each of the standing committees. There is an advantage of having the chairperson of every committee on the executive committee because it assures continuous planning and checking of all activities and goals of the chapter. The executive committee can discuss committee chairperson reports and make recommendations for the regular meeting agenda.

The executive committee may be used for minor emergency actions on some chapter matters, such as filling vacancies, advising on appointments or approving disbursements of chapter funds. Many chapters use the executive committee as a nominating committee. Others use these leaders to work with the school administration in coordinating the chapter activities for the school year with other school activities.

As president, you will find the executive committee one of your most effective tools. You will preside and use a modified regular chapter agenda.

4. Order of Business and Suggested Procedures for a Typical Student Organization Meeting.

In order to surround the formal planned business meeting with the dignity that it is entitled to, you will install the ideas and suggestions of the executive committee in the framework of the agenda. The following suggestions are gleaned form material of all the recognized vocational student organizations in Illinois. It is hoped that you will find them helpful in developing and improving the procedures of your chapter.

Every chapter should have an established order of business and follow it at all regular meetings. Members then know what to expect and can participate more effectively. The following order is also a suggestion for a regular meeting but should be modified to meet the needs of your local chapter. The executive committee should concern itself with the development of modifications rather than the total membership. Consult the handbook for your vocational student organization to better fit the needs of your chapter.

a. Agenda

(1) Opening Ceremony
(This includes call to order and roll call)

(2) Minutes of the previous meeting
(To be read by secretary and passed upon by the group assembled)

(3) Officers reports
(The treasurer will usually have a report ready at all meetings. Call on other officers as need arises.)

(4) Committee reports
(Most chapters use the vice president as ex-officio member of all committees. If this is the case in your chapter, the vice-president will ask for the committee reports.)

(5) Report on chapter program of activities
(At this point the chairpersons of various sections of the program are called upon to report plans and progress.)

(6) Special features
(This includes speakers, special entertainment, etc. The time on the program may depend on your speaker or entertainer.)

(7) Unfinished business
(You may wish to plan this item earlier in the order of business.)

(8) New business.

(9) Degree and installation ceremonies
(Used only when new members are initiated, in degree ceremonies, officers are installed.)

(10) Closing ceremony
(This brings the meeting to a formal close. Some organizations have a special ceremony for this agenda item.)

(11) Recreation, entertainment, refreshment
(This part of the meeting should be turned over to a committee or committees taking charge immediately after the closing ceremony.)

b. Some essentials of a good meeting are:

(1) Effective use of the executive committee to assure careful planning in advance of the meeting time.

(2) It starts and closes on time.

(3) It proceeds according to an established order of business.

(4) It is conducted according to accepted parliamentary procedure.

(5) It includes well prepared committee, secretary, and treasurer's reports.

(6) Proceed according to the order of business for your organization as suggested in your handbook.

(7) It shows that each officer is familiar with the duties and responsibilities of officers.

(8) It commands the interests and attention of all members.

(9) It provides for maximum member participation and develops a cooperative attitude.

(10) It proceeds with "snap" thus preventing monotony and the wasting of time.

(11) It proceeds with a minimum of active participation by the advisor.

(12) It includes both business and entertainment features.

c. Other points to remember

(1) Plan each meeting so that it will not be too long or too short.

(2) Avoid featuring too many things at one meeting.

(3) Opening and closing ceremonies should be memorized and used.

(4) Respect the efforts of committees and allow time for reports.

(5) Use the gavel with the full meaning of this symbol of leadership.

(6) Expect good performance from the total membership.

(7) Recognize the value of team work in successful meetings.

(8) Remember that all members need to develop skills in leadership--let them participate.

5. Chapter Standing Committees for the Year _____

Committee _____ Committee _____

Chairperson: Chairperson:

Members: Members:

Committee _____ Committee _____

Chairperson: Chairperson:

Members: Members:

Committee _____ Committee _____

Chairperson: Chairperson:

Members: Members:

Committee _____ Committee _____

Chairperson: Chairperson:

Members: Members:

Committee _____ Committee _____

Chairperson: Chairperson:

Members: Members:

6. Chapter Calendar

Month	Day	Type of Meeting or Activity	Chairman

The VICE-PRESIDENT

B. As vice president your responsibilities are to assist the president whenever needed. Be ready to take over for him/her when necessary. You are to provide assistance when needed and usually are responsible for seeing that all committees are functioning properly.

To keep current records from various committees, the vice president should see that committee reporting forms are available for distribution. These forms should be submitted to the vice president after each committee meeting or some stated time such as each month. The vice president should see that the secretary gets an up-date on the report.

You should review the qualifications of the president. You are expected to take over in the absence of the president and so should have the skills necessary to preside over the chapter.

1. Duties of the Vice President

   a. Assist the president in the discharge of presidential duties and responsibilities.

   b. Preside over the chapter and executive meetings in the absense of the president.

   c. Assume the full duties and responsibilities of the president should he or she be absent for a long period or leave the chapter permanently.

   d. Set up a committee schedule with each committee chairperson. See that all committee worksheets are completed and information transferred to your master copy.

   e. Coordinate and guide the efforts of all chapter committees; then serve as an ex-officio member of all committees.

   f. Review committee programs with the executive committee and see that data are on the chapter calendar and all publicity planned.

g. Meet with committees and promote action. You will need to coordinate with the president.

h. See that committee reports are submitted to the secretary for the records.

i. Be knowledgeable of parliamentary procedure.

j. Assist the president in setting up a program agenda.

k. Become well informed on the issues that are confronting the members of your chapter.

l. Check with your advisor for other duties that you are expected to assume.

m. List other duties you will assume as vice president:

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

2. What abilities do you need to develop?

HOW TO:

ABILITY	HOW WILL I DEVELOP IT
a. Handle a motion and other parliamentary procedures	_____
b. Develop an agenda	_____
c. Organize and conduct committee meetings	_____
d. Use the gavel	_____
e. Develop speaking ability	_____
f. Make introductions	_____
g. Accept introductions	_____
h. Conduct a meeting	_____
i. Select committee to aid in program planning	_____
j. Prepare myself in assuming the presidency when needed	_____
k. Help create interest for the membership	_____
l. Discover the contact people in other school organizations	_____
m. Other abilities	_____
n.	_____
o.	_____

COMMITTEE REPORTING FORM

The vice-president of the chapter should arrange for sufficient number of committee report blanks for all committees for the entire year.

Date_____

Reports from_____Committee

Committee Members: Present:_____

_____

Absent:_____

Purpose of Meeting:_____

_____

Action to be taken:_____

_____

_____

_____ _____

Chairperson Secretary

Comments:_____

_____

_____

All completed forms should be kept by the secretary to help in evaluating goals and planning for next year's program.

The SECRETARY

C. A good secretary is aware of all chapter actions and is ready to supply needed information at all times. The work of the chapter depends upon the efficiency with which this office is conducted.

Some chapters have more than one or more recording and corresponding secretaries while others have only one secretary who perform all the duties belonging to that office.

The secretary is the custodian of all records of the chapter. Care should be taken with this responsibility. Records are kept from year to year so that there is a continuous record of all that has happened.

Special efforts should be made to develop skill in listening, interpreting issues, taking notes and reporting accurately. The secretary should know the proper form on which to make the report and the data which must be included.

1. Duties of the Secretary

   a. Keep complete and accurate account of chapter procedings, business meetings and meetings of officers

   b. Keep a membership list and record attendence at meetings

   c. Serve as chairperson of the membership committee

   d. Call the meeting to order in absence of the president or vice president and entertain a motion for a temporary chairperson

   e. Read the minutes and call the president's attention to any unfinished business

   f. Count the vote, when a vote is by raising hands or standing, unless tellers have been appointed

   g. Read correspondence directed to the group

h. Answer all correspondence promptly and file the letter and reply for future reference

i. Collect and record reports of all committees and all written resolutions

j. Advise the president on matters of business to be taken up or business procedures to be followed

k. Fill out and issue membership cards

l. Check with advisor for other duties that you are expected to assume

m. List other duties you will assume as secretary

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

2. What abilities do you need to develop?

HOW TO:

	ABILITY	HOW WILL I DEVELOP IT
a.	Prepare and read minutes of meetings	_____
b.	Attend to official correspondence	_____
c.	Send out and post notices	_____
d.	Keep the secretary's book up-to-date	_____
e.	Count and record hand or rising votes	_____
f.	Cooperate with the treasurer in maintaining a membership list	_____
g.	Conduct a committee meeting	_____
h.	Serve as presiding officer in absence of president and vice-president	_____
i.	Prepare and provide proper membership cards	_____
j.	Develop reading skills to report to chapter	_____
k.	Other abilities	_____
l.		_____
m.		_____
n.		_____

3. MINUTES OF MEETING

_____ _____

Date Place

Minutes of the meeting should include:

a. Name of organization

b. Kind of meeting

c. Place, date and time

d. Name of the presiding officer

e. Approximate number present

f. All business proceedings

g. Reports of committees, motions started and action taken

h. Signature of secretary

Signed _____

Secretary

4. **THE MINUTE TAKER**

A tool with which the club secretary can record notes for accurate and orderly writing of the minutes.

Meeting of _____
(name of club)

Time _____ Date _____

PLACE _____

Presiding Officer _____

Devotions by _____ Topic _____

Minutes of past meeting _____
(State if accepted, corrected, skipped, etc.)

Committee Reports _____

_____

Old Business _____

_____

New Business _____

_____

_____

Program _____

_____

_____

5.

SMALL GROUP ACTION
(Working Form)

Group:_____ Chair:_____ Recorder:_____

Member(s)_____

Problem area:_____

Problem or Concern	Possible Activities-Solutions
Example: Planning a garage sale	Example: List possible site
	List donors, etc.

6. CHAPTER NUMBER
Name of School
City

MONTHLY ACTIVITIES REPORT
Month, Year

PROFESSIONAL
CHAPTER
MEETINGS

SPECIAL
MEETINGS

CHAPTERS PROGRAM
DEVELOPMENT

PUBLICITY

CIVIC AND/OR
COMMUNITY ACTIVITIES

SERVICE
PROJECTS

SCHOLARSHIP
PROGRAM
FOR MEMBERS

CONFERENCE
ATTENDANCE

FUND RAISING
ACTIVITIES

NEW OFFICERS

OTHER

Form to be supplied to committee chairman for monthly report.

The TREASURER

D. A definite part of any leadership training deals with the handling of money and the correct way of keeping the financial records of the chapter. A very important officer of the chapter is the treasurer. Handling of money and keeping financial records is very important to the life and future of any organization. A sound financial structure is the real life of a successful program regardless of its origin. It is important to keep up to date on all receipts and disbursements that are made.

The treasurer is the key man in preparing the chapter budget. Assistance is usually provided by the budget committee and advisor. As soon as this budget is approved by the chapter, copies should be in the treasurer's book. Careful attention should be given to items requiring expenditure of chapter funds during the year. Expenditures common to to most chapters would include state and national dues, chapter secretary, chapter treasurer and chapter historian books, stationary and stamps, jewelry, project expenses and chapter banquet.

The chapter treasurer should, if possible, serve on or chair the chapter fund rasing committee. This will provide the treasurer an opportunity to assist in planning and participating in the fund raising activities during the year.

1. Duties of the treasurer

   a. Receive and act as custodian of chapter funds.

   b. Collect dues and assessments and send in State and National dues.

   c. Keep the financial records of the chapter.

   d. Pay out chapter funds as authorized.

   e. Build up the financial standing of the chapter.

   f. Encourage systematic saving--individual and chapter thrift.

   g. Keep treasurer's books available for any active member to review.

   h. Keep your records in official Treasurer's Book.

i. Record all receipts by name of member or other source of the funds.

j. Keep a record of all deposit slips.

k. Make a report to the members from time to time on the financial status of chapter.

l. Cooperate with the secretary in keeping an accurate membership roll.

m. Serve as thrift bank treasurer unless another member is designated for the place.

n. Be prepared to assume the chair when the need arises.

o. Check with the advisor for other duties that you are expected to assume.

p. List other duties you will assume:

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

2. What abilities do you need to develop?

HOW TO:

ABILITY	HOW WILL I DEVELOP IT?
a. Keep accurate records	_____
b. Build up the financial standing of chapter	_____
c. Assist in preparing a budget	_____
d. Cooperate with financial committee	_____
e. Deposit money	_____
f. Make disbursements	_____
g. Make report to chapter	_____
h. Make annual report	_____
i. Help secretary in maintaining membership	_____
j. Prepare for audit of chapter treasurer's book	_____
k. Other abilities	_____

3. Form of financial record

FINANCIAL RECORDS
OF

_____ Chapter

_____ Treasurer

19___to___19___

Date	Check No.	Receipt No.	Amount	Paid to or Received From	Item	Balance $140.00
1. 7/14/75	#93		$14.00	Jones Store	gavel	$126.00
2. 8/1/75		1765	101.25	G. Adams	food	227.25

The SENTINEL

E. The sentinel needs to be a person interested in people and able to handle details properly and efficiently. Pulbic relations in the chapter room depend upon the proper functioning of the officer.

The success of chapter meetings will depend upon a quality set of officers. You have a very special place on this officer team. You will be involved in securing adequate facilities, keeping equipment in mint condition, maintaining order and usually will be incharge of recreation. You may wish to ask the executive committee for a special committee to aid you in carrying out your responsibilities.

1. Duties of the Sentinel

   a. Check with the advisor in securing an adequate meeting place.

   b. Set up meeting room for all meetings.

   c. Care for chapter equipment and paraphernalia.

   d. Attend the door during meetings and welcome guests.

   e. See that the meeting room is kept comfortable.

   f. Assist the president in maintaining order.

   g. Take charge of candidates during degree ceremonies.

   h. Assist with entertainment features and refreshments.

   i. Direct the clean-up procedure following the meeting.

   j. Check with the advisor for other duties you are to assume.

   k. Speak distinctly with proper enunciation.

   l. List other duties you will assume: _____

   _____

2. What abilities do you need to develop?

ABILITY	HOW WILL YOU DEVELOP IT?
a. Set up a meeting room	_____
b. Greet guests of the chapter	_____
c. Assist the president in maintaining order	_____
d. Make introductions	_____
e. Accept introductions	_____
f. Care for equipment and paraphernalia	_____
g. Proper care and display of the flag	_____
h. Conduct a committee meeting	_____
i. Develop leadership skills	_____
j. Properly supply needs for chapter ceremonies	_____
k. Develop plans for room arrangements for various meetings	_____
l. Plan for the entertainment and recreational needs of the chapter	_____
m. Other abilities	_____
n.	_____
o.	_____

3. Checklist of paraphernalia

a. American flag

b. Chapter banner

c. Gavel and block

d. Secretary's book

e. Treasurer's book

f. Charter

g. Robert's Rules of Order

h. Leadership handbooks

i. Official scrapbook

j.

k.

l.

m.

n.

o.

p.

q.

r.

Check your vocational youth organizations equipment list, record and indicate condition on this page.

THE REPORTER/THE HISTORIAN

F. Chapter Officers inspire and lead the membership they serve. They determine the attitude and spirit of the local organization. You as chapter reporter/historian have an even greater share in that responsibility. If you do your job, you can become the most important person in you local chapter. Success depends on more than your ability to write a news story. You need a systematic approach to your job.

Immediately after becoming elected, you should make yourself familiar with the chapter goals and program activities. Secure involvement of the public relations committee to help you with your job.

Do not miss the opportunity of getting news of your chapter before the public. The editor of your local paper is interested in the activities of your chapter. Get acquainted with him/her and find out the wants and needs of the editor. Some editors want facts of the story, others want the story written.

1. Duties of the Reporter/Historian

   a. Gather and classify chapter news.

   b. Prepare news notes and articles for publication or broadcast.

   c. Contact local newspapers, provide them with a cut or map of your emblem.

   d. Send out news to section and state reporters.

   e. File clipping and pictures of chapter activities and keep a chapter scrapbook.

   f. Assist in maintaining a chapter bulletin board.

   g. Supply material for reports.

   h. Assist with planning and arranging chapter exhibits.

   i. Arrange for participation in local radio and/or T.V. programs.

j. Take pictures of your chapters winner and chapter activities for media and scrapbook use.

k. List those chapter activities that you plan to cover for the news media.

l. Develop your writing and speaking abilities.

m. Consult with your advisor for other duties you are expected to assume.

n. List other duties. _____

2. What abilities do you need to develop?

HOW TO:

a. Prepare news and articles for printing or broadcasting _____

b. Contact my local editor _____

c. Prepare a scrapbook _____

d. Maintain a media calendar _____

e. Maintain a chapter bulleting board _____

f. Show a local exhibit _____

g. Exhibit at my state meeting _____

h. Operate a camera _____

i. Prepare a tape and interview _____

j. Develop my leadership skill _____

k. List other duties you will assume _____

_____

3. What is your job as chapter Historian/Reporter?

OBJECTIVES:

a. _____

b. _____

WE REPORT TO **WHOM?**

_____

WE REPORT **WHAT?**

_____

WE REPORT **WHY?**

_____

WE REPORT **WHEN?**

_____

WE REPORT **WHERE?**

_____

WE REPORT **HOW?**

_____

A "MASS" audience may be reached by what media?

A "GROUP" audience may be reached by what means?

An effective job of reporting events requires cooperation from all chapter members. By assigning responsibility to members of the program of activities committee for that event, you may direct and coordinate the over-all reporting of that event.

Let's pull out ingredients (WHO, WHAT, WHY, WHEN, WHERE, and HOW) together into a. . .

4. CALENDAR FOR PROMOTING PROGRAM OF ACTIVITIES EVENTS

Event	When to Promote	Purpose of Promotion	Desired Audience	What Media	Who's responsible for reporting	Preparation Deadline
Your Nation Youth week	?	Understand your Organization Increase Community Awareness	Total Community Both Urban and Rural	Newspaper Radio Exhibits	Bill Jacobs George Tile Bob Baker	Feb. 15 Feb. 18 Feb. 18

Let's explore some of the events we want to promote during the year:

MONTH	EVENT
SEPTEMBER	
OCTOBER	
NOVEMBER	
DECEMBER	
JANUARY	
FEBRUARY	
MARCH	
APRIL	
MAY	
JUNE	
JULY	
AUGUST	

HOW DO WE REPORT?

List the people who should be informed about your chapter. People may be classified in different audiences. For example: Member's parents have different interests and knowledge about your organization than businessmen. There is a "BEST WAY" to reach a specific audience.

5. Ways to reach an audience!

Audience	Means of Informing this Audience
High school teachers	Place articles in the school paper. Invite to employers appreciation banquet.
Prospective Members	Release story to the local paper.

THE PARLIAMENTARIAN/SERGEANT-AT-ARMS

G. The chapter parliamentarian assists chapter members in understanding the fundamental purposes of parliamentary procedure. The presiding officer as well as other chapter members will depend on the parliamentarian to advise them on points of parliamentary procedure. Reference books are available to help you with this function. You will be expected to watch for significant irregularities in parliamentary procedure and call them to the attention of the chair.

Parliamentary procedure is the term used to describe the system of rules by which organizations handle business and set policy. The procedures are designed to take care of business quickly and in a fair and orderly manner. Under the rules, everyone has an equal chance to voice opinions on any business brought before the house and to bring any matter before the organization.

Any group can establish rules for itself. An example of this is the United Senate and the House of Representatives who at the beginning of each session adopt rules which will be in effect for the entire session. The importance of this can be seen in the news dispatches which often report on the parliamentary maneuver which has been used to advance or defeat a bill pending in Congress. Most groups do not draw up their own rules, but adopt Robert's Rules of Order.

1. Duties of Parliamentarian/Sergeant-at-Arms

   a. Make sure chapter meetings are conducted in an orderly manner.

   b. Acquaint yourself with Robert's Rules of Order and know parliamentary law.

   c. Protect the rights of each individual wishing to participate in the meeting.

   d. Preserve a spirit of harmony within the group.

   e. Make sure the will of the majority is carried out, while protecting the rights of the minority.

   f. Assist members in understanding parliamentary procedure.

   g. Have reference material on parliamentary procedure available for meetings.

h. Ability to give opinions based upon parliamentary law and not based on biased opinion.

i. Ability to be a person in whom others have confidence in order to settle controversial issues.

j. Check with the advisor for other duties that you will be expected to assume.

k. Assist in conducting all meetings.

l. List other duties that you will assume: _____

_____

2. What abilities do you need to develop?

HOW TO:

a. Become knowledgeable about parliamentary procedure _____

b. Conduct a meeting _____

c. Secure materials for chapter meeting use _____

d. Promote harmony in the chapter _____

e. Assist members in understanding parliamentary procedure _____

f. Recognize the general rules for parliamentary procedure _____

g. Develop leadership skills _____

h. Other abilities _____

i. _____

3. General Rules of Parliamentary Procedure

a. A member must be recognized by the presiding officer before he may speak.

b. A member should rise to be recognized and remain standing while speaking. This may be modified if the group is small enough to be seated around a table.

c. All remarks from the floor should be addressed to the presiding officer instead of another member. Do not use a previous speaker's name, but refer to him by title as "the previous speaker."

d. Care should be taken not to interrupt a member who has the floor. (Floor is used to mean having been recognized and given the right to speak.)

e. All discussion should be carried on before the entire assembly and never in small groups.

f. Members remain seated until the presiding officer announces the adjournment of a meeting.

Following these general rules for the parliamentarian, you will find a listing of some of the common motions used in conducting a meeting. You will find it necessary to check the Advisor's Guide or Robert's Rules of Order for a more complete list.

MOST COMMON MOTIONS

WHY USE THE MOTION?	KIND OF MOTION	PROCEDURE			
		SECOND REQUIRED	DEBATABLE	AMENDABLE	VOTE REQUIRED TO PASS
	MAIN MOTION				
To introduce a new item of business.	Main motion.	Yes	Yes	Yes	Majority
	SUBSIDIARY MOTIONS				
To modify or change the motion under discussion.	Amend the motion.	Yes	Yes	Yes	Majority
To place the item of business in the hands of a committee.	Refer to a committee.	Yes	Yes	Yes	Majority
To delay action on the item of business.	Postpone to a definite time.	Yes	Yes	Yes	Majority
To close debate immediately.	Call for previous questions.	Yes	No	No	Two-Thirds
To temporarily set aside an item of business.	Lay on table.	Yes	No	No	Majority
	PRIVILEGED MOTIONS				
To obtain immediate action in an emergency.	Raise a question of privilege.	No	No	No	None
To take an intermission or interrupt a meeting.	Recess.	Yes	No	Yes	Majority
To end a meeting.	Adjourn.	Yes	No	No	Majority

THE ADVISOR

H. The policy statement of the United States Office of Education recognizes vocational student organizations as an integral part of our vocational education system. The Illinois state plan for vocational student organizations as a vehicle that will provide students with opportunities to develop leadership and to participate in activities which are an integral part of their program of instruction in vocational education.

In light of the above stated emphasis on the importance of integrating the vocational student organizaion with the instructional program, it is difficult to separate the teacher role from the advisor role and the responsibility of the advisor to provide leadership opportunities to vocational students.

Most vocational teachers find that advising a vocational student organization fits well into their teaching activities and is a very rewarding experience. They find that participation in the vocational student organization activities not only stimulates student interest and enthusiasm, but it also brings them closer to their students.

1. Duties of the Advisor

   a. Assume the initiative or organizing vocational student organization that relates to your subject matter field.

   b. Teach a classroom unit at the first of the year which will orient students to the fundamentals and principles of your vocational students organization.

   c. Supervise the development, publication and operation each year of a program of activities which follows the guidelines established by your state and national associations.

   d. Acquaint prospective students and parents with your vocational student organization, its activities and opportunities offered through the instructional program.

   e. Assist students and parents in establishing goals for the students occupational experiences and participation in related vocational student organization activities.

f. Provide instruction in leadership and personal development.

g. Supervise committee activity to insure that each fulfills its responsibility to the chapter.

h. Provide for an election and installation of officers.

i. Develop and conduct leadership instruction for chapter officers on a continuing basis.

j. Provide that chapter meetings are held regularly and are conducted in a business like manner.

k. Check your vocational student organization material for information on programs and contests to provide activities to create interest, motivate students and evaluate their proficiency in their chosen occupations.

l. Prepare students for participation in local, area, district and national activities.

m. Assume responsibility for supervising your students while attending local, district, state and national activities.

n. Supervise the financial operation and fund raising activities within the framework of state statutes and local school policy.

o. Supervise a continuous public information program.

p. Establish a local advisory committee to obtain community reaction and utilize their recommendations concerning the program.

q. Check qualifications of members for degree advancements and for participation in other activities.

r. Supervise the development and assist in conducting annual parent-student/ employers-student banquets.

s. Familiarize yourself with the provisions of your vocational student organization constitution, bylaws, ceremonies and typical activities.

t. Set a standard of conduct for chapter members and adhere to these standards yourself.

u. List other duties you will assume as advisor.

I So Now You Are An Officer

You are now in a position of leadership. It will be your responsibility to promote and encourage the development of the chapter program whenever and wherever the opportunity develops.

1. Hints to chapter officers.

a. Work as a team to provide leadership to your chapter.

b. Study your vocational student organization manual to provide services to your chapter membership.

c. Wherever you go, people will be watching you. Leave a favorable impression. Avoid anything that may be questionable.

d. Be neat in your dress and personal appearance. Wear your blazer or jacket as it should be worn. Your hair should always be neat and well groomed and your shoes should be shined.

e. Be courteous. The words please and "thank you" pay liberal dividends.

f. Be careful of what you say and how you say it.

g. Do your best at all times. It is important that you make good use of your time and chapter money.

h. Never commit yourself orally, or in writing unless you are certain that you are correct and have support of chapter membership.

i. If you have an appointment, plan to arrive before the appointed time.

j. If you smoke, use good judgement. (Never smoke wearing your jacket or blazer.)

k. Make special effort to remember the names of people you meet. Keep a written record of those you meet, especially if you should send them a "thank you note". Spell names correctly.

l. Be prompt in handling correspondence. Give your chapter advisor a carbon copy. The chapter secretary will no doubt have a correspondence file for each chapter officer.

m. If you visit other chapters or organizations, find out as much as possible about the group prior to the visit. Recognize outstanding activities of the chapter or individuals in the chapter. Avoid sarcasm and outright criticism. Meet the advisor and school administration if present. Compliment those in charge and make an effort to be helpful wherever possible.

n. While there are a number of helpful hints in the material in "Fundamentals of Public Speaking," you will find the following ideas to be helpful in making your speeches.

(1) Be sure to bring greetings from your chapter's officers.

(2) Express appreciation for being invited to participate in the activity.

(3) Let the audience know that you are aware of some of the outstanding activities of the group.

(4) Be sure to express appreciation to those supporting and assisting the group such as parents, businessmen, employers, advisory council members, board members, administrators and teachers.

(5) Do not talk too long. A five to eight minute speech that is well planned in advance and presented effectively will serve the purpose. Remember that many programs, especially banquet programs, tend to last too long.

(6) If you use jokes or stories, make sure they apply to your talk and are not of a nature that would offend your audience.

Plan on a personal file for anecdotes and stories to use. Checking current magazines or older copies for that matter such as Readers Digest will give you a source of material. Keep your notebook handy to record material as you listen to outstanding speakers or even intertainers who may provide material that will be helpful in making your points as you deliver your speeches.

2. Other aids to leadership development:

   a. Think clearly and act in good taste.

   b. Get the facts and analyze them before you draw conclusions.

   c. Get the habit of cleanliness and orderliness.

   d. Establish reasonable goals.

   e. Take advice, but do your own thinking.

   f. Encourage the other fellow as you go along.

   g. Never say "It can't be done" or, "I can't do that." The difficult can be done immediately, the impossible may take a little time.

   h. Spend a little less than you make.

   i. Make friends, keep them in good repair.

   j. Be proud of what you do--take pride in being a chapter officer, but earn the confidence of the membership.

3. Use the gavel:

   Chapter officers, committee chairpersons and all those who find themselves in a position of presiding officer should be familiar with the use of the gavel. It should be used as the symbol of authority in support of self-government and orderly procedure. The following points should be recognized in the use of the gavel:

   a. Two taps to call a meeting to order.

   b. Three taps is usually the signal for all members to stand during opening and closing ceremonies.

   c. One tap serves as the signal to be seated and is also used to indicate that a main motion has been passed or rejected. One tap of the gavel is also used to indicate that a meeting is adjourned.

d. The gavel is also the instrument for maintaining order during a chapter meeting. If members engage in personalities or distractions occur, a sharp tap or series of sharp taps of the gavel should restore dignity and order to the meeting.

4. Rate yourself as an officer:

	Always	Sometimes	Never
a. Have you prepared yourself to handle meetings effectively?			
b. Is your conduct and manner such that others will look to you for leadership?			
c. Are you prepared to speak sincerely and effectively on behalf of the organization?			
d. Will the organization be improved by your service as an officer?			
e. Do you avail yourself of every opportunity to "sell" your organization on its merits?			
f. Are you alert to new opportunities for the group or members of the group?			
g. Do you really make an effort to know the new members?			
h. Are the members of your group given an opportunity at every meeting to make suggestions for improvements?			
i. Do you plan each meeting so that it is related to your over-all objectives?			
j. Is your yearly program planned so that there is something of interest to all members?			
k. Do you have jobs for those who are not officers?			
l. Are the goals of your group reasonably clear to all members?			

m. Is the responsibility for the success of the program spread throughout the group?

n. Do you have discussions on morale problems such as lack of interest, conflicts, anxieties?

o. Is the atmosphere in your group such that all feel free to express their ideas and feelings?

To evaluate your score, multiply the number of "always" by 2, add the number of "sometimes" responses. If you score 26 or more, you are an outstanding officer. 20-26, you are doing a superior job with the group. If your score is 15-20, you are doing about an average job now--with room for improvement. Below 15, take a careful stock of yourself. You need a great deal of work and self-improvement to be an asset to your group. How did you rate?

V Working Together as Leaders [Committee Work]

Democracy is "a social process in which the group as a whole is self-governing, and in which all members of the group are equally represented in making a collaborative decision." Leadership should pass around within a group and each member should share in leadership according to ability.

The extent to which members of a vocational student organization can work together can make the difference between a successful chapter and one that never quite makes the grade. Solving problems through committee work with full use of group discussion is the hallmark of vocational student organizations in Illinois.

A. Group Unity--For good committees it is necessary for each group to meet their goals. A successful group usually has evidence of cooperative effort in working toward a common goal. This results in great group satisfaction. There are several important factors that influence group unity and the individual performance of the members of the group.

1. Attitude of members in the group toward each other and group goals.

2. Personal liking for other individuals in the group.

3. Previous activities of group members.

4. Involvement with the group. Each member must become involved with the group goals and purposes.

5. Equality of status.

6. Receptiveness by members of the group.

B. The Group Leader--This person and the group as a whole may have group barriers that are difficult to overcome and possibly will result in group failure. These barriers are:

1. Negative attitude of leader or group.

2. Unwillingness to cooperate.

3. Lack of consideration for others.

4. Excessive formality.

5. Excessive control.

6. Lack of clearly defined goals.

7. Lack of group discipline.

C. Responsibilities of a Discussion Leader

Effective committee work depends on an effective leader. Chapter officers should consider the selection of the committee leaders very carefully. Officers should consider the following points in providing leadership training for themselves as well as committee chairpersons.

1. The leader should never:

a. Begin a discussion with a lecture.

b. Start with the statement, "Well, there isn't much we can do about the problem."

c. Make opening remarks too long, unclear, uninteresting or fail to indicate the importance of the problem.

d. Fail to impress the group of the importance of their cooperation and responsibility in decision making.

2. The leader may choose to open the meeting by:

   a. Making a statement of the major issues.

   b. Using a contrast to the problem.

   c. Pointing out the urgency of the problem.

   d. Using a quotation.

   e. Using a true life story.

   f. Using an anecdote.

   g. Using roll playing or visual aids.

   h. Check with your advisor as to the effectiveness of your planned opening for the meeting.

3. If at any time the leader of a committee discussion becomes aware that the group is not progressing, the following steps may be of value:

   a. Suggest a short intermission.

   b. Effectively meet the situation as it arises.

   c. State alternative ways that the group can solve the problem.

   d. Postpone action to a later time.

4. The final duty of the committee leader is to bring discussion to a satisfactory close by a summary that is brief, fair and to the point. He/she may do this by:

   a. Summarizing the main agreements and/or differences.

   b. Summarizing the main issues or points.

c. Giving a progress report.

d. Giving a statement of the decision reached by the group.

e. Stating the decision and the outline of the group plan of action.

D. Performance Evaluation of Committee Leader

1. Did I have a well planned agenda?

2. Was the purpose of the meeting clearly stated at the start?

3. Did I talk to the group, not to the individuals?

4. Did the meeting break up into a series of private conversations?

5. Did I argue with any speaker?

6. When I had a comment, did I ask another person to preside?

7. Did I speak clearly and loudly enough for everyone to hear me?

8. Did members address me no more formally than others in the committee?

9. Did members frequently express what seemed to be their true feelings?

10. Did members express their remarks to each other rather than to me?

11. Did members speak up without asking for my permission?

12. Did members depend on me alone to handle "problem members?"

13. Did the majority of good ideas originate from many members of the committee?

14. Did members listen to each other without interrupting?

15. Did members seem to be aware of committee goals?

16. Did members often accept insights and information from other members?

17. Was there an absence of hostility toward the committee chairperson?

18. Did different individuals frequently lead the groups thinking, discussion and procedure?

19. Did I recommend committee study when discussions indicated that the group could not come to an agreement?

20. Did I keep control of the meeting without cutting off discussion?

21. Before closing the meeting, did I check results with the secretary and committee members to see that nothing was omitted?

22. Was I aware of the physical comfort of all--temperature, lights, seating, drafts, physical discomfort of members, etc.?

23. Were plans being made for filing of reports and future action of the committee?

24. Am I proud of the committee's work and accomplishments under my leadership?

E. Responsibilities of each Committee Member

Some of the most burdensome conflicts of this world as well as your chapter could be solved, or eliminated, if groups would exercise group leadership responsibilities through cooperative thinking. You, as a vocational student organization officer, can promote the leadership qualities of each chapter member. Members responsibilities are to:

1. Participate in group discussion at every opportunity.

2. Take responsibility for the progress of the group toward a workable solution.

3. Follow good thinking habits.

4. Speak loudly enough for all to hear.

5. Be willing for others to disagree with issues you raise.

6. Help others to drop an argument for the sake of moving ahead with "bigger" issues.

7. Be an alert listener while awaiting your turn to participate.

8. Help others to make their point clear and bring valuable experiences that you have had into the discussion.

9. Assume an attitude of conversation in solving group problems.

10. Help the leader by partcipation that keeps on the subject.

11. Help reduce the "load" of a group leader by forwarding your ideas--be a leader in the group.

12. Become more skillful as a group member--evaluate your contribution to the group.

13. Use parliamentary skills to help the group leader move to successful group action.

14. Be ready to shoulder your share of the group's responsibilities.

F. Kinds of Members often found in Committees

Members who assume task roles:

1. INITIATOR--Suggests or proposes new ideas or a changed way regarding the group problems or goal, proposes alternate solutions, in other words, is an idea person.

2. OPINION SEEKER--Asks for value judgement, feeling, sentiment, thought, attitude, interpretation, "How does it seem to you? How do you feel" etc.

3. OPINION GIVER--Makes a value judgment, expresses a thought, attitude, makes a diagnosis. "It seems to me," "I think," "I feel," etc.

4. INFORMATION SEEKER--Asks for clarification in terms of facts, evidence, examples, experiences that are related to problems.

5. INFORMATION GIVER--Gives facts or generalizations which are "authoritative." Cites examples, experiences, pertinent to the problem being discussed.

6. ELABORATOR--Spells out suggestions, offers a rationale for suggestions and tries to explain how an idea or suggestion would work if adopted.

7. EVALUATOR CRITIC--Questions the "practicality," the "logic," the "facts" or the "procedure" if a suggestion or of some part of the group discussion.

8. SUMMARIZER--Defines where the group is now in its thinking or acting process.

9. INTEGRATOR--Shows or clarifies the relationships among various ideas and suggestions, tries to coordinate the ideas of various members of the committee.

10. ORIENTATOR--Defines the position of the group with respect to its goals or raises questions about the direction that the committee thinking is leading.

11. PROCEDURAL TECHNICIAN--Expediates committee movement by doing things for the group such as distributing materials, arranging room, adjusting heat, etc.

12. ENCOURAGER--Praises, commends, agrees with and accepts the contributions of others.

13. HARMONIZER--Mediates differences, makes a rational attempt to reconcile disagreements, relieves tension inconflict situations.

14. STANDARD SETTER--Expresses standards for the committee to attempt to achieve or applies standards in evaluating the quality of committee action.

15. SECRETARY or RECORDER--Writes down suggestions, makes a record of decisions or product of the discussion. "The committee memory."

G. Responsibilities of the Secretary of a Committee

1. Check with the chapter secretary and/or vice president for proper reporting forms recommended for committee use.

2 Keep a written record of important issues raised during the discussion.

3. If a group of committees are meeting, bring these issues before the group of committee secretaries.

4. Aid the committee of secretaries to draft summary statements.

5. Aid in the presentation of these summary statements to final meeting or chapter meeting.

6. Report the progress that is being made by the committee at intervals during the discussion period.

7. Aid the committee chairman by calling attention to items that may have been overlooked.

8. File your report with the proper person. In many chapters the Vice President is in charge of all committees and so should get the report.

9. Follow any special guidelines for reporting adopted for your chapter. The chapter secretary is responsible for the records of the chapter and will need to get a final report.

H. Steps for Planning

Brainstorm to identify concerns and issues related to:

Brainstorm	individual	job/career
	family	community
	school	state
	chapter	nation

Narrow	Narrow identified concerns and issues by exploring resources that can help to solve the problem under discussion.
Determine	Determine the goals of the project.
Decide	Decide what needs to be done and when.
Form	Form a plan for carrying out the activities.
Act	Act on the plan.
Analyze	Analyze what happened.

I Citizenship responsibilities

1. Loyalty

It is important for all vocational student organization members to develop loyalty to family, friends, school, organizations, community, state and nation. Loyalty is developed by being made a part of the group. Individuals need to be reminded of the part they play in government. Pride in whatever part the individual might have in any activity, tends to make that individual proud of his/her association. Respect for and support of the laws and those persons in authority is developed within the individual in direct proportion to the individual's participation or feeling. This respect may be developed in an athletic contest, activities of your vocational student organization or in a student council meeting. Individual allegiance to the Flag is a must when an individual may be called upon to defend it against an enemy. Allegiance to the Flag may be a mental attitude and can be developed in the individual who understands and believes in the democractic process and the American way of life. Respect for the Flag should be practiced and developed by every individual. Those in leadership positions, and that includes you as a chapter officer, should be aware of your responsibility for allowing your membership to practice citizenship.

2. Reverence to the Flag

Is the Flag just a piece of cloth? Yes, that is all it is, until a little breeze comes along, then it stirs and comes to life, and flutters and snaps in the wind, all red, and white and blue. Then you realize that there is no other piece of cloth like it.

t has your whole life wrapped up in it, the meals you eat; the time you spend with your family; the kinds of things you learn in school; the wonderful thoughts you get as you pursue your vocation; all these and more are represented by our Flag.

Those stars in the Flag, make you feel just as free as the stars in the wide, deep night. Those stripes may serve as bars to anyone who would endanger our way of life.

Our Flag is a symbol, people live by symbols and sometimes die for them. It is a symbol of this republic, past and present. Not a symbol of all the things that go to make up a nation--only the best things. The best of hopes and dreams. Liberty, justice, freedom of speech and worship, courage, loyalty and leadership are all there. Let's not forget the desire in the hearts of our people to build a society founded on decency, kindness and honor.

It stands for things that are physical, too. This includes the shining oceans that cradle this nation, the tall growing corn, the wind-ruffled prairie, the soaring cities, the timeless mountains and all other splendors of this land.

Let each nation of this planet earth revere its own flag. Let each country live up to the ideals its flag represents. Let each person ponder the lesson that history teaches--that when a nation begins to neglect its symbols, it begins to die.

Here in the United States of America, let us keep the Flag in the home. Let us display it at our vocational student organization meetings as a reminder to ourselves of the values our people have struggled to protect. Let us regard it as a symbol not only of what we are as a nation, but also the promise the Flag represents to the future of our people.

3. How to display the Flag

   a. The Flag should be displayed only from sunrise to sunset, or between hours as may be designated by proper authority.

   b. It should be displayed on national and state holidays and historic and special occasions.

   c. The Flag should always be hoisted briskly and lowered slowly and ceremoniously.

   d. When carried in a procession with other flags, the Flag of the United States should be either on the marching right, that is its own right, or in front of the center of the line of flags.

   e. When displayed with another flag against a wall from crossed staffs, the Flag of the United States should be on the right, its own right and its staff should be in front of the staff of the other flag.

   f. When the Flag is displayed from a staff projecting horizontally or at an angle from a window sill, balcony or front of a building, the union or blue field of the Flag should go clear to the peak of the staff unless the Flag is at half-staff.

g. When it is to be suspended over a sidewalk from a rope extending from a house to a pole at the edge of the sidewalk, the Flag should be hoisted out, union first, from the building.

h. When the Flag is displayed in a manner other than being flown from a staff, it should be displayed flat, whether indoors or out, or so suspended that it folds will fall free as if it were staffed. When displayed against a wall, the union should be uppermost and to the Flag's own right (observer's left).

i. When displayed over the middle of a street, as between buildings, the Flag should be suspended vertically with the union to the north on an east-west street, or to the east on a north-south street.

j. When displayed in a window, the union should be to the left of the observer in the street.

k. When used on a speaker's platform, the Flag, if displayed flat, should be displayed above and behind the speaker. If flown from a staff, it should be in the position of honor, at the speaker's right.

l. When displayed in the body or floor of a church, it should be flown from a staff placed in the position of honor at the congregation's right as they face the clergyman.

m. When flown at half-staff, the Flag is hoisted to the peak for an instant, then lowered to half staff. Before the Flag is lowered for the day, it should be raised again to the top. Half-staff honors the dead while full staff shows the nation lives and the Flag is the symbol of the living nation.

n. When the Flag is in such a condition that it is no longer a fitting emblem for display, it should be destroyed as whole, preferably by burning, or some other method in harmony with the reverence and respect we owe to the emblem representing our country.

4. Things not to do with the Flag:

a. Do not dip the Flag of the United States of America to any person or thing.

b. Do not permit disrespect to be shown to the Flag.

c. Do not display the Flag with the union down except as a signal of dire distress.

d. Do not place another flag or pennant above or to the right of the Flag.

e. Do not let the Flag touch anything beneath it, such as water, ground, floor or merchandise.

f. Do not place on or above the Flag, or on any part of it or attach to it any object or emblem of any kind or any mark, insignia, words, letter, figure, design, picture or drawing.

g. Do not use the Flag as a drapery in any form, but let it always fall free.

h. Do not drape the Flag over the hood, top, sides or back of a vehicle. You may display the Flag on a vehicle on a staff fastened securely to the chassis.

i. Do not use the Flag as a covering for a ceiling.

j. Do not carry the Flag flat or horizontally, but always as in a parade, aloft and free.

k. Do not use the Flag as any portion of a costume or athletic uniform.

l. Do not embroider it on cushions or hankerchiefs and the like or print it upon paper napkins, boxes or anything that is intended for brief use of discard.

m. Do not use the Flag in any form of advertising or fasten any advertising sign to the staff or halyard from which the Flag is flown.

n. Do not use the Flag for holding or carrying anything.

5. Democratic Principles for Leaders

1. Principles of Challenge

   a. It is through challenge the individual group members and leaders themselves move to the forefront of knowledge and obtain creative ideas.

   b. Challenge develops enthusiasm and leads to an exchange of ideas.

2. Principle of Participation

   a. The principle of participation is built on the concept of individual faith in oneself.

   b. The simple tool of voting on minor issues or seconding a motion gives one the feeling of satisfaction.

3. Principles of Sharing

   a. A leader who is willing to share the responsibility of leadership is one who will find that the hard work of getting results can be readily shared with the membership.

4. Principles of Knowledge

   a. Knowledge of subject matter is important for all leaders and all members of your group.

   b. A democratic leader must have a knowledge of all the membership so as to bring out the best in each for group solution of problems encountered.

VI Leadership Based on Communications

Communications includes all methods of conveying any kind of thought or feeling to other people, or of receiving expressions of thought or feeling from others. In order to communicate effectively, a leader must be able to use the basic communication process. Communicating is a daily problem in our ordinary living. It is very difficult to be understood without clear communication. In communicating effectively, we achieve personal success and satisfaction as well as improving the society in which we live.

It has been estimated that we spend 70 percent of our time in some form of communication. Of this, 42 percent is listening, 32 percent is speaking, 15 percent is reading and 11 percent is writing. Developing one's communication ability well is a very effective method of improving leadership capabilities.

A. Fundamentals of Public Speaking

1. The kinds of speeches you might give are:

a. To get action

(1) Know why the action is desired.

(2) Give examples of experiences, yours or others, to illustrate your point.

(3) Be clear-cut in what you want the audience to do--tell it forcefully and with conviction.

(4) Give reasons why action is desired and state the benefit to be gained by the audience.

b. To gain confidence

(1) Win confidence by deserving it, speak sincerely, be enthusiastic and impart conviction. Your voice, mannerisms and showing respect for your audience will help.

(2) Find a common ground of agreement.

c. To inform

(1) Give explanations, instructions or a report. Restrict your subject to the time frame of meeting.

(2) Cover your points in order so audience can follow your reasoning.

(3) You can often compare the strange with the familiar, but avoid technical terms.

(4) Narrow your subject. Use the rifle technique rather than birdshot.

d. To impress

(1) To make a lasting impression on your audience you may make some references to personal experiences. Emotions are appealed to, aided by well chosen descriptive words.

(2) Add life, detail, color and appeal so the audience will retain your speech.

e. To entertain

(1) To bring enjoyment or pleasure does not alwys involve humor. It is to bring relaxation and cause the audience to reflect in a happy mood.

(2) A speaker can and should include a message along with humor and entertainment.

f. Impromptu speaking

(1) In talking "off the cuff," the speaker must be mentally ready. Practice keeping along with a speaker on the program. What would you do if you were asked to continue if the speaker should stop?

(2) Never apologize if not prepared, but launch into your topic.

(3) Set living examples immediately to enlist attention of your audience so you become a part of each other. Speak with animation and force.

(4) Know the audience: Who are they? What are they doing?

(5) Know the occasion: What is the purpose of the meeting?

(6) Often you can modify the remarks of previous speakers to fit the occasion.

(7) Keep your ideas logically grouped around a central theme.

(8) Impromptu talking is an extension of the same thing you do in the living room.

2. Speech essentials:

a. Becoming aware of the situation

(1) It is important to be aware of the speaking situation and its relationship to preparation for the speech, such as the audience, place, subject, length of speech, lectern, P.A. system, etc.

b. Preparation

(1) Select a subject that you have earned the right to talk about. Then limit yourself to a specific area.

(2) Study your audience and speak to their interests.

(3) Plan time to prepare for a speech of proper length.

(4) Use stories as illustrations and examples.

(5) Humanize: Use human interest stories of others if possible. Your own background and experiences can be used.

(6) Personalize: Use names, specific information, dates and places--but do not over-do.

(7) Use words or phrases that "paint a word picture."

3. Outlining (in three parts)

   a. Introduction--To get started, make it personal, or refer to why the speech is given. You may use illustrations or comparisons, but be sure they relate to the subject. If humor is used, it should have a definite bearing on the speech.

   b. Discussion--Contains main idea that you wish to communicate to your audience. It must be well conncected and flow smoothly from point to point. Eliminate any ideas or parts that do not have connections with the subject. The speech should be planned so the audience will feel it is important to them.

   c. Conclusion--Always leave a favorable impression or idea with your audience. Often a well chosen story, anecdote, poem, quotation or simple repetition of main parts are good. Avoid using well worn phrases as, "in conclusion," or other little trite tidbits.

4. Practice--Practice--Practice

   a. Never memorize a speech. We talk spontaneously, so why not give a speech in a similar manner.

   b. Rehearse in the privacy of your room, talk loudly enough for your audience to hear and follow your notes to get a sequence of ideas clearly in your mind (think ideas, not words.)

   c. Practice your speech with friends to get their reactions and responses as to, "How do I look and sound?" "How is my eye contact?" "Are my facial expressions, gestures and poise adding to the effectiveness of the speech?"

   d. Practice before a mirror to work for physical balance, coordination, smoothness and meaningful gestures.

   e. Use a tape recorder to check your voice volume, pronunciation, enunciation, articultion, inflection, and rate of delivery. Play back of the tape will help you correct errors and slips in delivery.

5. Developing confidence

   a. There are many causes of stage fright, such as uncertainty, ignorance, negative thinking, or entering an unknown experience. A certain amount of excitement which may seem like "stage fright" is necessary for you to be "up" for the speech. Lack of preparation will bother you most.

   b. One must use positive thinking. Don't let worry defeat you. Think of the good things and rewards that will come to you after the speech.

   c. Your personal appearance is important. It helps to take a shower, wear proper clothing, keep your shoes shined, your fingernails clean, and your hair groomed.

   d. Personal hygiene is a must. Get ample rest, eat properly,excercise regulary and maintain good physical habits.

   e. Arrive at the meeting early to avoid anxiety. This will allow you to study the room setting, the stage arrangement, your place on the program, as well as an opportunity for you to become acquainted with the chairperson, other members and guests.

6. The waiting period

   a. While waiting for your part in the program it is most important to be alert and display an interest in what is going on. Appear at ease by your calmness and show confidence in your ability to do your part.

   b. Think of your opening remarks and occasionally take a few deep breaths.

   c. Above all, avoid slouching, whispering, conversations, gum chewing or body actions that will reflect on you or may cause disarray of your clothing.

   d. Decide how you will get to the speaker's position in the most effective way.

7. The Delivery: "You are on."

   a. Be ready when the chairperson introduces you. Wait until the chairperson is seated before recognition of the introduction, but never turn from the microphone to do this.

b. Handle your notes carefully and properly. You may need to make adjustments of the mike. Address your audience after salutatory remarks with words that are clear, rich in tone and spoken with confidence.

c. Establish eye contact with your audience; use body action and be aware of how your voice is carrying. Remember, you are speaking to the whole group and not just those near you.

d. Be eager to share your talk with your audience, transfer this enthusiasm to your listeners through your voice and body actions. If you are honored to speak, say so. Never belittle your listeners or make them feel inferior. If you plan to use humor, use it carefully and properly. Always watch for audience reaction. If your are interested in them, they no doubt will be interested in you and what you have to say.

e. Smile and nod to express your appreciation of the plaudits of the audience, then properly return to your seat. Avoid facial expressions or bodily movement that might show your personal reaction to the speech. Continue to show your interest in the program.

8. Evaluate yourself for improvement

Review yourself immediately by asking yourself ;

a. Where was I inadequate? How can I improve?

b. Did I hold my audience? Did I talk too long? Too fast?

c. What were the good points?

d. What were the comments of the listeners?

e. What must be improved to do better next time?

9. Undesirable types of speaking mannerisms

a. Physically swaying to and fro--tetter--totter.

b. Waving or wringing hands.

c. Playing with glasses, key chains, coins in pocket, pencils or the mike.

d. Hiding hands behind the back.

e. Adjusting clothing, tinkering with buttons, tie or handkerchief.

f. Leaning on table, desk or sitting down.

g. Staring out the window or at the ceiling.

B. Ideas for Speaking Occasions

1. Introducing a speaker

a. Prepare thoroughly what you are going to say.

(1) Learn the speakers name, title and importance as a person.

(2) Learn the exact title of the speech.

(3) Know why the speaker is qualified to speak on the subject.

(4) Know why the subject is of special interest to the audience.

b. Do's in introducing a speaker:

(1) Be enthusiastic and sincere.

(2) Give the exact title of the speaker.

(3) Bridge the gap between the topic and the interest of the group.

(4) List the speaker's outstanding qualifications, especially those that relate to the topic.

(5) Create suspense so that the audience is waiting for the speaker.

(6) Give speaker's name clearly and distinctly.

(7) Provoke applause and stay on the platform until the speaker is in place.

(8) Retire during the applause.

(9) Be alert to take over the meeting after the speech.

c. Don'ts in introducing a speaker:

(1) Don't make the introduction too long.

(2) Don't try to capture the audience with your personality, funny stories or your knowledge of the subject.

(3) Don't give exaggerated praise.

(4) Don't apologize to the audience if the speaker is a substitute speaker.

2. Presenting an award

a. Tell why the award is made.

b. Tell something of the group interest in the life and activities of the person receiving the award.

c. Explain how much the award is deserved and how the group feels toward the person receiving the award.

d. Congratulate the recipient and convey everyone's good wishes for the future.

3. Accepting an award

a. Give a warm, sincere "thank you" to the group.

b. Give credit to others who have helped you, your associates, friends and family.

c. Tell what the award means to you.

d. If it is wrapped, open and display it.

e. Tell the audience how useful it is and how you intend to use it.

f. End with another sincere expression of your gratitude.

4. Greetings

   a. Bring greetings from your vocational student organization and your chapter.

   b. Express your appreciation for being invited.

   c. Let the audience know that you are aware of some of the good work that the chapter, school or organization is doing. Mention some of the outstanding achievements of the group.

   d. Challenge the group on the task for which it is assembled.

   e. Emphasize your desire to meet as many of the members of chapter or group as possible while attending the meeting.

   f. Be friendly, enthusiastic, confident and well poised.

   g. Limit your remarks to five minutes or less.

5. Chapter banquet tips

   a. Have your talk well prepared in advance.

   b. Learn as much as possible about the chapter before you visit.

   c. Bring your greetings from your associates.

   d. Express your appreciation for being invited.

   e. Commend your audience on the good work of the chapter.

   f. Give proper recognition to employers and parents.

   g. Emphasize this vocational youth organization as the showcase of vocational education.

   h. Express appreciation to school administrators, members of the school board and teachers for their part in building a strong chapter.

   i. Recognize and congratulate winners.

j. Inspire members to take advantage of the opportunities offered by this vocational youth organization for:

(1) Self-improvement, development of leadership, improved scholarship, cooperation and responsible citizenship.

(2) Opportunities to participate in group activities, learning by doing and increased interest in careers and final job satisfaction.

(3) Community and school improvement and activities to improve the welfare of all.

(4) Use stories, inspiring thought or anecdotes that fit your topic.

(5) Speak on the level of the audience. Never philosophize and go "over the head" of the audience.

(6) Don't talk too long; you will be better remembered for a brief, to-the-point inspiring message. Remember banquet programs have a tendency to last too long, anyway.

(7) Use notes, if necessary, but never read a speech.

(8) Be yourself, confident, well poised and--smile!

6. Service club speeches

a. Be aware of the service club motto and, if possible, some of the activities and achievements of the club.

b. Be familiar with the many activities in which your vocational youth organization and different service clubs jointly participate.

c. Mention the youth organization relationship to vocational education if the club is assisting vocational students by providing work experience or other enterprises.

d. Emphasize the history of your organization--why it was organized, how it is financed, who may belong, degrees and some of the educational opportunities offered to its members.

e. Service is one of the foundation stones of vocational youth organizations. Tell how your group provides opportunities for the development of future responsible citizens.

f. What becomes of some of the members as a result of vocational student organization activities.

C. Letter Writing

You will often find it necessary to communicate with others through letters, either for personal reason or as part of a job. It is important that you consider the method of communication seriously. As in any poor communications, a poorly written letter can lead to misunderstandings and create serious problems.

As far as contents of a letter is concerned, there are two general kinds: business and personal.

1. Business letter

All the facts you wish to cover in the letter should be in correct order and in the correct form. Since this is to be a business letter, you should use the following form:

a. Date you wrote the letter (and sent it).

b. Name and complete address of the individual you are sending the letter to. This should be put on the envelope as well as at the top left of the letter.

c. Salutation--Ms. Smith, Ms. Jones, Dear John. Use first names only if you know the person well. When in doubt, be formal.

d. Body--organized facts to accomplish the purpose of the letter.

e. Closing--forms most frequently used from most formal to least formal are: Very truly yours, Sincerely yours, sincerely and Cordially.

f. Your address--include your complete address so the individual will know where to send a reply. If the letter is typed, and it should be, personally sign it between the closing and your address.

g. Sample letter:

Date

Name of Individual
Street Address
City, State, Zip Code

Salutation (Dear Jane, Mr. Martin, etc.):

The Ozark Vocational Student chapter is holding the 7th annual Student Employer Banquet at the East Side Community Center, Big Town, Illinois, Thursday, May 18, 19...

This Banquet is the most important function of our year with about two hundred in attendance. The audience will be made up of students, employers and parents. May we invite you to be the guest speaker? Our theme is, "More Efficient Employees." Your speaking ability and knowledge of this topic certainly would make our program a success.

We hope you can be with us for this important occasion. We look forward to your reply and will follow up with final plans. Our chapter is able to offer a small honorarium.

Sincerely,

James Smith
Program Chairman
Ozark Chapter
Big Town, Illinois

h. Thank you letter. (Could be business or personal)

2. Personal letters

During your year as an officer, you will encounter situations for which you will need help and support for certain events and programs wuch as this guest speaker. Some people may go out of their way to help you regarding these activities. Therefore, it is a MUST to WRITE A THANK YOU NOTE! This no doubt will be your most important letter as an officer. It is proper for the chapter secretary to write the letter or note of good will. If other chapter members have received special attention, they also should

write. Good public relations and chapter image begin with good personal ethics--so communicate your gratitude. Officers who have appeared on programs or at meetings, field trips or other outings will find that these letters pay off.

You will follow the same general form for a personal letter as for a business letter. except that you do not use the complete address at the upper left hand corner of lettes. The salutation and closing will be personal, as Jane, John, etc. For further help in letter writing, we would refer you to your English and Business Education teachers. They have many references that will be helpful to you and they are interested in your success as a representative of your school and chapter.

D. Telephone Communications

Except for face-to-face conversations, the telephone is probably our most widely used method of communicating from one person to another. Yet, many people do not do a good job of communicating over the telephone. We should be aware of the kind of impression we are portraying and make sure we are doing our best.

1. Making telephone calls

a. When the party answers, identify yourself and state your reason for calling.

b. Remember the telephone listener does not see you, therefore judgments are made from the spoken word only. The tone of your voice, the words you use and the way you express yourself are important.

c. Organize your thoughts so you can state your business and the listener can reply in order to save time of the listener as well as your own.

d. Do not drag out the conversation. When you state your case and have received your reply, close the call on a friendly note.

e. A friendly call, of course, will be more personal and may not be as structured as a business call. One thing to remember in any call is that other people may wish to use the telephone so show your good citizenship by sharing the telephone with your associates or family as the case may be.

2. Answering the telephone

a. Just as important as making a call is knowing how to answer the phone, take messages, etc. In an office or school situation, you would identify your affiliation and name. Your business will probalby have a policy that they want you to follow. Find out what the telephone policy is and follow it. You may wish to answer differently in your home for personal calls. This would make a good discussion topic among those who share the telephone in your home.

b. Let us assume that your vocational student organization has chosen a chapter fund raising activity of selling items of fruit. A customer telephones in response of your advertising campaign.

(telephone rings)

Jane Campus answers:

JANE: "Hello."

CUSTOMER: "I noticed in our daily paper that the Ozark Vocational students are selling citrus fruit. Have I called the right place?"

JANE: "Yep."

CUSTOMER: "I am John Jones at #4 Melody Lane and I want to order some of the citrus fruit your organization is selling."

JANE: "What do you want?"

CUSTOMER: "One case of grapefruit and one case of oranges."

JANE: "O.K. Goodbye." (hangs up)

What was wrong with the way the call was handled? Was Jane's personal image or the image of your chapter improved? How about information that should have been discussed such as price, what special grapefruit or oranges were desired, other kinds available, delivery or pick-up and the date the fruit will be available. How would you handle the sale? Finally, set up a chapter training program for the citrus fund raising activity.

E. Newspaper Communciations

While the historian/reporter will be most concerned with this item, all officers should be concerned with this very important part of communications.

1. News articles--These are just what the name implies. Something that happened three weeks ago is not news. The article needs to reach the newspaper office a few hours after the events. It should be in print the day after it happens unless your paper has only weekly distributions. Contest results, officer elections, award winners, banquets and other activities of your chapter are news. Let the community know that your chapter is alive.

2. Feature stories--These contain less news but contain information of interest to readers. Time for printing these articles is more flexible. Stories about supervised experience programs, members of the month, chapter projects, classroom activities, etc., come under this catagory. There is always something going on that should be used to improve your image through communications.

3. Writing the article or story--List the points that need to be included in the article, making sure you follow the five W's in order: WHO - WHAT - WHEN - WHERE - WHY.

   You should note that the above order will have the most important facts first and the least important last. All questions should be answered in your news article or feature story. Under the "why" part, a newspaper editor may choose to leave out some things due to lack of space. This is an important reason that most important facts are first and the least important last.

4. Use of pictures--A good picture is nearly as valuable as the article itself. The old saying, "One picture is worth a thousand words," is certainly true for newspaper articles. They catch the eye and make the article more attractive. Pictures improve communications. Follow these hints in taking pictures for newspapers.

   a. Take pictures as close as possible.

   b. Include no more than three people, if possible.

   c. Try to have faces of people in the picture at least the size of a quarter.

   d. Arrange group so that each person can be identified.

e. Identify people in a picture accurately (left to right). Spell names correctly.

f. Have a single center of interest. Do not line people up in firing squad fashion.

g. Show action. Have people doing something.

h. Use only clear, sharp photos.

5. Responsibilities for news--If you or your committee are responsible for getting the news articles and pictures to the newspaper, you should introduce yourself to the editor or to the reporter with whom you will be working. Ask about the newspaper's policies for accepting articles:

a. What kinds of articles are they interested in receiving?

b. What are the deadlines for news articles?

c. What kinds and sizes of pictures can they use?

6. Meeting deadlines

a. Invite news reporters to important events with plenty of advance notice.

b. Set up your calendar to alert yourself to worthy news items.

c. Take pictures in advance so they will be ready for immediate release after the event.

d. Set up your own chapter darkroom and train members to use it.

e. Cooperate with the photography club in the school. They might be willing to donate time and equipment.

F. Radio Communications

Radio is the companion medium that reaches millions of people almost everywhere with news and information as they occur. Because of its large audience and prompt coverage, radio should be one of your main communication outlets. For radio to be most effective and efficient, however, you should know how to use it.

Your first step in planning radio coverage should be contacting your local stations news director or person assigned to cover vocational student organization activities. A station will be more likely to use your news releases if an employee knows you personally. Plan on visiting your station at the beginning of the school year for a discussion.

1. You might discuss the following:

   a. What kind of organization do you represent? What does your organization do? How does it work? How does the local chapter serve the community? What is your relationship to the high school?

   b. How and when should you report chapter news? Does the station want a written or tape recorded program, a weekly program or weekly or monthly features? Who is going to receive your material?

   c. What are the station requirements for program length, recording tape speed, type of recorder, recording quality and program topics?

   d. When and on what type of program will the station use your material?

2. Preparing for the program

   a. Outline what will be covered during the program.

   b. Divide the responsibility of topics among participating members with one of you in charge. (if a panel, one should be a moderator).

   c. Each member should make an outline of assigned area. Caution! Do not write your part and read it word for word. It will sound like you are reading from a book and the program probably will be boring.

   d. Practice the program a few times before presenting or taping it. You will be able to make improvements as you go.

   e. Tape the program with a good quality recorder of tape approved by your station.

   f. Answer the same five W's as you would in writing a newspaper article.

G. Television Communications

Through the television cameras you can contact a great number of people almost face to face. You must be prepared as the audience cannot question or answer you immediately as they do in daily conversations.

1. Tips for TV interviews

   a. Be natural. Disregard the camera and concentrate on the person who is questioning or interviewing you.

   b. If possible, try not to use notes or written material. Go over your thoughts before you answer. Most interviewers will go over the program before hand. If you must use cards make them as inconspicuous as possible.

   c. Normally you would wear your official vocational student organization blazer or jacket.

   d. Let the interviewer "lead" the conversation. Make sure your answers are short but complete and to the point. Do not answer with a simple yes or no.

   e. Be interested and enthusiastic about your subject.

   f. If you have slides, diagrams or models, take them for possible use. Your station contact can suggest letter sizes and colors to use. Remember, TV programs are more than speakers with pictures and charts.

2. Other TV program ideas

   a. Interview subjects

      (1) Recipients of degrees above chapter level.

      (2) People with unusual stories.

      (3) Successful alumni.

      (4) Unusual chapter public service projects.

      (5) Charter members of your chapter.

b. Demonstration topics

(1) How to choose the most economical and nutritional food in the grocery store.

(2) How to choose proper clothing.

(3) Safe use of chemicals.

(4) Home safety hazards.

(5) How do we get our food.

(6) Auto and bicycle safety.

(7) Community beautification.

(8) The historical background of your organization.

c. Feature Program Ideas

(1) Pictorially describe your chapter's projects for the year.

(2) Feature vocational careers, show pictures, tell stories and feature guests who represent unusual occupations.

(3) Flag raising ceremonies.

(4) Special programs for your organization's recognition week or National Vocational Education Week.

(5) Review material provided for you by your state and national vocational youth organization.

(6) Have your mayor proclaim your recognition week and build a program with the proclamation as a background.

H. Introductions -- A Type of Communications

1. Being introduced to others

a. Look new acquaintances in the eye when extending your hand.

b. Smile!

c. Grip the new acquaintance's hand firmly--no bone crushing, but do dead fish either.

d. If you misunderstand new acquaintance's name, ask again.

e. Use new acquaintance's name as soon as possible to help remember it.

f. Acknowledge an introduction with "how do you do" Ms/Mr. Brown, for example.

g. Boys and men wait for a girl to extend hand, because she may either shake hands or not.

h. Men and boys always rise to their feet when being introduced to anyone--even another boy.

i. If a group, don't extend your hand to acquaintance in front of others.

j. After an introduction, a brief conversation usually follows. When you are ready to leave, you should express your pleasure for having made a new acquaintance with, "I hope to see you again," or "I have enjoyed meeting you," to which a proper response is "Thank you."

2. Introducing others

a. Name first the older, most distinguished, the girl or the lady--then the other person.

b. Have names clearly in mind before introducing two parties.

c. Introduce people in an easy nonchalant manner.

d. Pronounce both names slowly and distinctly.

e. Common introductory phrases: "Mr/Ms., may I present Mrs/Mr."

f. After giving the introduction, give cues for conversation such as "Mr/Ms -- this is Joe Smith who is our state public speaking winner."

g. If introducing one person to a small group, you may say, "I want all of you to meet my friend, Jane Peterson. Jane this is Bill, Janet, Sue and Bob." Avoid pointing to individuals as they are named.

Communication by Conversation

Officers will find many people who will want to know something about you and your organization. They may or may not know how to begin talking. So it will be up to you to break the ice on this and many other occasions. You may want to start and continue a conversation with some of the following ideas.

1. Introduce yourself.

2. Find out something about the person that you wish to meet such as, name, occupation and residence. From this you may be able to pick up some personal interests.

3. If you know something about the person, compliments would be in order.

4. Determine whether a person is in high school, college or employed.

5. Family size -- interests.

6. If a stranger, find out how they like your area or state.

7. How they like the city they are visiting or home town.

8. Major area of interest.

9. If married, ask about children, if they are in school and members of a vocational student organization.

10. If a teenager, check on songs, singers, movie stars, athletics, student activities.

11. Have they travelled extensively in the United States or abroad?

12. Current events.

13. Climate - weather.

14. Hobbies.

15. Opinion on politics, markets, etc.

16. City comparisons.

17. Farming area comparisons.

18. Most outstanding achievements and awards.

19. If a student, ask about vocational plans.

20. What adults think of teenagers.

21. Their clothing, maybe a woman would like to receive a compliment. So may a man if he has on something nice.

22. Favorite books or food.

23. Ask about comments on a speech both of you may have heard.

24. Explain your job as a chapter vocational student organization officer.

J. Tips on Remembering Names

You will be very impressive if you can remember the names of those with which you come in contact. You will find the skill very helpful as an officer and later as you enter your life's work. You may find the following steps helpful in remembering names.

1. Set up in your mind an association with a new name. This will give you a system of remembering names.

   a. You have just met a group of three persons:

      (1) You are first introduced to Casey Jones, think--"Casey Jones, famous railroad man, then reverse it, think, "Railroad, Mr. Jones."

      (2) Meet Ms. White, think--"Ms. White, Ms. Snow." Reverse it--think Ms. Snow, Ms. White.

(3) Then you are introduced to Jane Carpenter, think--"Miss Carpenter has a saw." Reverse it, think, "I saw Jane Carpenter."

You will not that you have set up an association with each of these persons. You should be able to make an association with most of the people that you meet.

2. The Fixer

Stamp the persons name in your mind by using it silently in your mind a few times. John Jones is a nice person. John Jones is a tall person, etc.

3. Clincher

Use the name several times in conversation. Finally you will be able to remember all of the names of the people to whom you have been introduced.

4. Remembering your name

Be aggressive in meeting people, have a neat personal appearance and use, "Yes Sir," "No Mam," etc. This will help others remember your name.

K. Ten Commandments for Communication

1. Plan ahead. Make a time schedule at the beginning of your term in office for such things as contacting news outlets about approaching events, releasing news stories and building exhibits.

2. Think before you write or speak. Organize your material.

3. Practice accuracy. Violating this rule can ruin your effectiveness as an officer.

4. Be clear. Avoid complex word combinations and phrases that have double meanings. Use words that the audience will understand.

5. Be brief. Use only simple, concise words necessary to communicate your message.

6. Be ethical. Be fair to everyone with whom you work in any type of communications effort.

7. Make your message interesting. Say something worthwhile and dress it up with active, colorful words, examples or illustrations. Use actual objects, models, movies, photos and/or drawings whenever you can.

8. Include all essential facts. Remember the 5 W's (Who, What, When, Where and Why) and How.

9. Inform your community about your Vocational Student Organization regularly. A continual information program will have more impact upon your audience than will scattered news releases.

10. Evaluate and record your public information efforts. Knowing the effectiveness of your publicity will save time and guess work later when you publicize a similar event.

VII Leadership Based on Self-Improvement

Your personality is important because it motivates you to be the kind of person that you are. It causes you to do the things that you do, and react to situations as you do. It has a direct bearing upon you, your friends and your family. Probably no other factor will play such an important part in determining your success in life. The following should be reviewed periodically. Evaluate yourself in a fair manner.

A. To be a better officer

1. Think and act fairly.
2. Get the facts and analyze them before you draw conclusions.
3. Get the habit of cleanliness and orderliness.
4. Set up reasonable goals and reach them.
5. Take advice but do your own thinking.
6. Never admit to yourself that you are beaten permanently.
7. Spend a little less than you make.
8. Encourage the other fellow as you go along.
9. Make friends and keep them in good repair.
10. Plan your course of action to accomplish your goals.
11. Be honest and dependable.
12. Demonstrate personal integrity.
13. Develop an improved self image.
14. Develop the necessary social abilities to become successful in your chapter and occupation.
15. Manage your time wisely.

16. Choose activities that will help you develop your personality.

B. Ways to encourage people to like you

1. Become genuinely interested in others.

2. Portray a pleasant personality--smile.

3. Remember that a person's name is important and to that person the sweetest sound in any language.

4. Be a good listener.

5. Encourage others to talk about their experiences or themselves.

6. Make the other peson feel important.

7. Exhibit good sportsmanship.

8. Show respect for the rights of others.

9. If you are wrong, be ready to admit it.

10. Be accountable for your personal actions.

11. Develop a true spirit of humility in dealing with others.

12. Practice democracy in your relations with others.

13. Be ready to give that extra effort for the good of all.

14. Organize to get things done.

15. Show your confidence in the ability of others.

C. Morals and manners

1. People and groups need to practice to develop good manners and good moral habits which are very important to self improvement. You will find the following points very helpful as you develop your personality.

a. Be able to conduct and discipline yourself by reason.

b. Develop conviction and the courage to support your convictions.

c. Practice moderation in all activities including your appetite.

d. Practice integrity and be just in dealing with others.

e. Keep a cool head and avoid rash decisions.

f. Practice self control.

g. Be honest with yourself as well as your group.

h. Develop a firm handshake, speak up and look people in the eye.

i. Make a habit of being punctual.

j. Use "please" and "thank you" freely.

k. Develop the knack of carrying conversation but avoid loud boisterous talk.

l. Attend and be active in the church of your choice.

m. Be neat in your dress and personal appearance. Wear your jacket or blazer on proper occasions.

n. Do not commit yourself orally or in writing unless you are sure you are correct.

o. Plan your activities carefully. (Proper prior planning prevents poor performance).

D. Grooming habits

1. Neat clean and well mannered people are usually respected. Good grooming and personal hygiene are a must for respected vocational student organization members and officers. To develop the grooming that should be expected of LEADERS at any level, be sure to:

a. Shower or bathe every day--"Cleanliness is next to Godliness."

b. Use a deoderant daily. A bath alone won't check perspiration odor.

c. Keep hair clean, combed, trimmed. Neatness is important.

d. Take good care of your teeth, brush after meals. Visit your dentist regularly. Show your teeth when you smile as they are one of your biggest assets.

e. Use a mouth wash, gargle to prevent BB (Bad Breath).

f. Make a habit of being well dressed.

g. Don't forget your shoes in good grooming, polish often.

h. Give special attention to hand cleanliness, keep nails well groomed.

i. Keep up to date on styles and good habits of dress. Be sharp!

E. Table manners

1. We expect more of an officer of a Vocational Student Organization. The eyes of many people will be upon you so it will put you at ease if you would periodically review your manners. Much of the following information you already know but some you may have forgotten.

a. When you are a guest for dinner, you wait behind your chair until the host or hostess invites everyone to be seated.

b. At many meetings and at most homes, grace is said before each meal. To avoid embarrassment, watch your hostess and begin eating when the hostess starts.

c. At a banquet you begin eating when those around you have been served. You will probably be seated at a head table so begin eating when all the people at the head table are served.

d. If you finish your main meal before others, wait to begin your dessert until all others around you are ready.

e. Silver is usually set beside your plate in order of its intended use. The outer pieces will be used first.

f. Soup is spooned away from you and sipped noiselessly from the side of the spoon.

g. Napkins should be unfolded halfway and spread across your lap. At close of meal, napkin is placed at left of plate in a semifolded condition.

h. Nothing from a serving dish should be placed directly in your mouth but placed on your plate first.

i. When passed a pitcher, cup or piece of silver, the handle should be towards the person to receive it.

j. It is proper to reach for dishes directly in front of you, but ask your neighbors to pass things that are in front of them.

k. Salad greens may be cut with a knife, but using a fork is preferable.

l. Only one or two bites of meat should be cut at a time.

m. When you have finished with any course center the utensils on the plate so they won't fall off, keeping the handles on the right and the knife blade turned in toward the fork. A spoon is kept in the saucer below your bowl, cup or glass. If no saucer is served, you may place your spoon on your salad or dessert plate or on the edge of your dinner plate.

2. Additional pointers

a. Butter is placed on your bread and butter plate if there is one, otherwise on the edge of your dinner plate.

b. Bread should be cut with a knife. Break off a small piece of bread or roll and butter it on the plate with your butter knife.

c. Since it is impolite to talk with your mouth full, to avoid being embarrassed, take small bites. If questioned be sure to finish chewing before you answer.

d. Do not chew with your mouth open or smack your lips.

e. Lean toward your plate as you take a mouthful of food, then if something drops it will land in your plate and not in your lap.

f. Keep your elbows close to your sides, especially when cutting food.

g. Don't gesture with silver in your hand.

h. There are two knife and fork eating styles that are correct. The American, in which you cut with the fork in the left hand and change over to eat and the Continental, in which you cut with the fork in the left hand and keep the fork in the left hand, tines down to eat. With many of you experiencing overseas trips, you should remember that the Continental is preferred in many circles.

F. Rules for a Perfect Day

1. Just for today, I will try to live through this day only and not tackle my whole life problem at once. I can do some things for twelve hours that would appall me if I felt that I had to keep them up for a lifetime.

2. Just for today, I will be happy. This assumes that what Abraham Lincoln said is true that "most folks are about as happy as they make up their minds to be." Happiness is from within - it is not a matter of externals.

3. Just for today, I will adjust myself to what is and not try to adjust everything to my own desire. I will take my family, my business and luck as they come and fit myself to them.

4. Just for today, I will take care of my body, I will exercise it, care for it, and nourish it and not abuse it nor neglect it so that it will be a perfect machine for my will.

5. Just for today, I will try to strengthen my mind. I will study. I will learn something useful.I will not be a mental loafer all day. I will read something that requires effort, thought and concentration.

6. Just for today, I will exercise my soul in three ways, to wit, I will do somebody a good turn and not get found out, if anybody knows of it, it will not count. I will do at least two things I don't want to do, as William James suggests, just for exercise. I will not show anyone that my feelings are hurt. They may hurt, but today I will not show it.

7. Just for today, I will be agreeable. I will look as well as I can, dress becomingly as possible, talk low, act courteously, be liberal with flatterly, criticize not one bit nor find fault with anything, and not try to regulate nor improve anyone.

8. Just for today, I will have a program. I will write down just what I expect to do every hour. I may not follow it exactly, but I'll have it. It will save me from the two pests - hurry and indecision.

9. Just for today, I will be unafraid, especially I will not be afraid to be happy, to enjoy what is beautiful, to love and to believe that those I love, love me.

10. Just for today, I will be that person that I can be.

VIII My Personal Goals

The human race has been able to progress and know that progress has been made by the establishment and working toward quality goals. We are goal-seeking individuals and are most successful when we pursue recognized goals.

Goals are very important to any person, but it is essential that an officer of a vocational student organization recognize their goals and devise ways to achieve them. You can be that kind of person you want to be and the kind of a person your chapter expects you to be.

Make up your mind to follow a program of personality development and it won't be long until you will be enjoying more "success" than you ever felt possible.

As you, one of the chapter officers, or others in leadership positions, set your goals high, you will find your chapter progressing. As go the officers, so goes the chapter. Many are depending on you. Don't let them down.

A. Set up reasonable goals and reach them.

1. Aim -- an ideal or hope.

2. Goal -- a target to be hit.

3. Objective -- measurable progress toward a goal.

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B. A Letter to Me!!!

It is good, from time to time, to stop, take stock of oneself and his/her situation and develop goals and plans for the future.

Why not take several moments--right now--to do this regarding your year as an officer? Write yourself a letter, outlining your goals and plans for an exciting and fruitful year as a leader in your chapter! DO IT NOW!

Date _____

Dear _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signed _____

C. My Personal Accomplishments.

To recognize my progress I will record my accomplishments.

Goal	Date Completed	Comments

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